



Sacred Heart College Newtown

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Anna Negro, attest that Sacred Heart College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

09/03/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Vision

Sacred Heart College is a Catholic learning faith community in the Mercy Tradition that has at its centre the dignity and safety of each person. Our vision is to grow our Catholic, Mercy community.

As a Catholic faith community in the Mercy tradition, we provide a dynamic educational environment that puts our students at the centre of their learning. Our students are educated to be resilient, self-assured and optimistic women confident of their place in the world. They recognise challenges as opportunities to learn and that taking risks is an opportunity to grow.

We are an outward facing community committed to furthering our Catholic identity. Our strength is collaborative teaching and positive education as we know this improves student outcomes.

Our future directions are informed by the use of qualitative and quantitative data and a commitment to preserving the gospel values which inspire everything we do.

College Overview

Sacred Heart College Geelong is a Catholic secondary girls' school in the Mercy tradition that has at its centre the dignity of each person.

The College was established in 1860 and is owned and administered by the Sisters of Mercy. Attracting students from the greater Geelong area, the Surf Coast Shires and the Bellarine Peninsula, we have an enrolment of 1500 students.

The College offers a broad curriculum, and it has a strong co-curricular program. At Sacred Heart we acknowledge that our young people inhabit the world differently, and therefore we educate our students for the life they will live not the life that we have lived. The College provides students with the means to engage critically and creatively with reality and discover how to participate in the transformation of their world. Taking a strengths-based approach we work together with our students to develop in them mental, social, emotional and spiritual resources so that they enjoy challenges and cope well with uncertainty and complexity.

Sacred Heart College is a member of the Positive Education Schools Association, the Future Schools Alliance, the Centre for Educational Enterprise (CEE) and is a Visible Wellbeing Partner School.

Whilst at Sacred Heart College, students study the International Baccalaureate Middle Years Program (IBMYP) and can choose VCE, VCAL and VET. Learning is visible, collaborative and transdisciplinary. Students become amateur experts in their chosen disciplines, and they transfer learning from one discipline to the other through open-ended projects that allow them to problem-solve and engage in 'learning by doing' via design and experimentation, interaction and collaboration. It is through this approach that they develop a love and thirst for learning and become highly capable continuous learners.

Our goal is to prepare our girls for life beyond Sacred Heart so that they can become global citizens ready to challenge, engage, lead and make a positive contribution to society that reflects our Catholic identity and the Mercy ethos.

Principal's Report

In 2020 Sacred Heart College Geelong was ready to celebrate its 160th Anniversary when in late March the Premier declared a state of emergency, signaling the commencement of remote learning for all Victorian schools. Our celebrations were put on hold and instead, channeling the attributes of courage, determination, resilience and action, the traits demonstrated by our pioneering Sisters, the staff, students and families began navigating their way through a year of disruption, uncertainty, challenge and opportunity.

Building on the work already done in redesigning learning, and guided by the partnership with IB World Schools, SHC drew on the wisdom of its European partners, who since January, had been engaged in remote learning to create a SHC remote learning plan.

Critical to this plan was the use of two familiar platforms, Zoom, previously used for meetings and to connect students with long term illness to classroom learning, and CANVAS the College's learning management platform. Zoom was embedded into CANVAS to enable teachers to provide direct instruction and to facilitate collaborative learning and student check-ins, using 'breakout rooms'. Student learning was complemented by the use of EDROLO and Studiosity.

Using CANVAS and Zoom's video recording function students experienced synchronised and asynchronous learning giving them greater choice and agency. A remote learning tracker was created and uploaded onto the SHC portal so that staff and parents could monitor student engagement in real time.

To create structure for students' home learning, the College's assembly day timetable was adopted. Under this structure the day was broken into 45-minute time frames with a 90-minute break for lunch. As a visible wellbeing school, students, staff and families were encouraged to use the extended lunch break and learning/work breaks to engage in a variety of wellbeing practices located on the SHC Portal — Students Space and Family Life including: have a laugh break, physical activity break, mindfulness break, reading break, relationship break, journal writing break, eat and drink break or podcast break.

Each week our student leaders met via Zoom to develop ways of building community and providing a vital link to school life. They created a schedule including: Mercy Mondays; Keeping up with the College Captains video on Tuesdays; Winning Wednesdays (competitions and challenges run by the Community Engagement leaders); Thinking Thursday (study tips provided by the Learning Leaders); and Feel Good Friday (weekly podcasts focused on self-care prepared by our Caring Community Leaders).

Throughout 2020 the College continued to incorporate and further develop the principles of Resilience, Rights and Respectful Relationships (RRRR) into curriculum and pedagogy. Staff participated in remote professional learning, including Law in Schools, CEM Child Safety training, Trauma Informed Practice, the Information Sharing Schemes, and Adult and Youth Mental Health

First Aid. Staff continued to participate in the CEM Western Region Wellbeing Network with briefings on risk management and child safety.

Remote Learning guidelines to staff, students and families highlighted child safety measures and online learning resulted in the creation of clearer processes and pathways to support services, which were incorporated in the Remote Learning Plan.

In line with our Mercy tradition staff and families were encouraged to care for one another. Knowing that many were experiencing loss, family illness and financial hardship the SHC family fund was reinvigorated. Staff increased payroll roll deductions whilst families made cash donations. Others donated basic food items. The funds and food were used to make meals and purchase basic goods for food hampers for our families most in need.

In spite of COVID-19 the College continued to progress in the achievement of our vision of Redesigning Learning. New initiatives included investigating the development of e-Portfolios and micro-credentialing through the use of an online platform. The goal of this project is to enable students to curate and showcase their learning achievements and their development of the SHC Learner Dispositions. In November transdisciplinary learning was enhanced through the development and delivery of a course for year 8 students. This course provided students with the opportunity to engage on site in a real world inquiry by exploring a wicked problem and using more than one discipline to investigate the problem and then create a potential solution. This challenging learning experience encouraged adaptability and required students to self-motivate and self-manage as they discovered how their knowledge and skills transfer to the real world. The College also continued to strengthen our partnerships with external organisations including Emerging Sciences Victoria, the Geelong Tech School and Edrolo. Additionally, a CSIRO Scientist in Residence partnered with the College's Bradbury Club, further broadening students' exposure to industry experts.

Through remote conferencing, capital development continued and members of the College Leadership Team presented to the Mercy Education Ltd Board who subsequently gave approval for the construction of Stage 5 of the Master Plan Capital works for the Sports and Wellness Precinct.

The staff, student and family responses to the online learning environment and changes to the school's operation during this year of uncertainty and disruption affirmed their steadfast engagement in the learning process, our Catholic identity and the Mercy tradition.

Anna Negro

Principal

Church Authority Report

Mercy Education Limited (Mercy Education) is an incorporated ministry of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with operating all educational ministries over which the Institute holds complete sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

Mercy Education will operate at all times as part of the mission of the Catholic Church in conformity with canon law and in strict conformity with the ethical framework of the Institute as determined by the Institute Leader and Council from time to time. In incorporating Mercy Education, the Institute Leader and Council are mindful of their dual obligations of faith and of administration imposed by Canon Law which considers the incorporated entities to be part of the sponsoring juridic person. The Institute Leader and Council therefore reserve certain powers sufficient to meet their canonical faith and administrative obligations. Members of the Company are made up of members of the Institute Leadership Team and are listed at <https://www.mercy.edu.au/governance/governance>.

The governance role of the Board of Mercy Education is confined to the thirteen ISMAPNG sponsored schools and sets policies, appoints Principals, approves senior leadership positions and fulfils due diligence in the area of finance and audit management, capital development, risk management and litigation.

Current Board Directors and Executive Staff of Mercy Education:

<https://www.mercy.edu.au/governance/board-members>

<https://www.mercy.edu.au/governance/office-members>

ISMAPNG is involved with thirteen fully sponsored schools - nine in Victoria, three in Western Australia and one in South Australia. The Mercy Education Limited schools are:

1. Academy of Mary Immaculate, Fitzroy, VIC
2. Catherine McAuley College, Bendigo, VIC
3. Emmanuel College, Warrnambool, VIC
4. Mercedes College, Perth, WA
5. Mount Lilydale Mercy College, Lilydale, VIC
6. Our Lady of Mercy College, Heidelberg, VIC
7. Sacred Heart College, Geelong, VIC
8. Sacred Heart College, Kyneton, VIC
9. Santa Maria College, Attadale, WA
10. St Aloysius College, Adelaide, SA
11. St Aloysius College, North Melbourne, VIC
12. St Brigid's College, Lesmurdie, WA
13. St Joseph's College, Mildura, VIC

Mercy Education is the employer of the Principal and staff of the Mercy Colleges and gives strength, support and solidarity to each of the member Mercy schools and its community.

College Board Report

The 2020 school year will be remembered as a year of unforeseen disruption as the world grappled with the outbreak and impacts of a global pandemic. Thankfully Australia was not as extremely affected by COVID-19 as many parts of the world, but the unpredictable nature of the virus required swift action by the education system and Sacred Heart College as social restrictions were put in place to minimise its spread.

In this report, I would particularly like to highlight the culture developed over many years at SHC that enabled the College to respond and adapt, resulting in positive outcomes during the 2020 school year. We could not predict the onset of COVID-19 but, under Anna's leadership, the College has created an environment that embraces positive change and innovation. This has seen the school day evolve from the traditional format with a teacher standing at the chalkboard to a learning approach in varied styles and settings. Such transitions laid the groundwork for the successful adaptations required last year. The school has spent a great deal of time and reflection updating its new strategic plan under the guidance of the Strategy Subcommittee lead by Jennifer Falco. The new plan - Strategy 2021 and Beyond - continues to build on this dynamic culture and sets the scene for a future that embraces change where it leads to better outcomes for teachers and students. The investment in technology will be the enabler for successful new teaching experiences.

Beyond the classroom, the school year certainly had its challenges stemming from the pandemic and I would like to thank Rebecca Wilkin and the Health and Wellbeing Subcommittee for working with the College leadership team on the issues created by COVID19. Similarly, the finance team, led by Luke Haitas and Chris Hayes, as Chair of the Finance Subcommittee, were true to the Mercy value of compassion, supporting families facing the challenge of financial distress.

The Building and Facilities Subcommittee, chaired by Anthony Baldasso, signed off on the completion of the new Innovation Precinct. This contemporary learning hub is a credit to all involved in the project. In light of pandemic learnings, the subcommittee will reassess the design for the new Health and Wellbeing precinct, which is now well into the planning stages.

In line with the theme of embracing technology and change, the school has adopted a variety of platforms to communicate with our community in a timely and efficient manner. Feedback has been positive from the College community that the investment in our communication strategy is paying off. The improved communication has been led by Catherine Middlemiss and the Communications and Marketing Subcommittee Chair, Pauline Braniff.

I would like to thank Sr Joan Wilson for her invaluable insight into Mercy values and extend the Advisory Council's appreciation to two retiring members, Michael O'Brien from the Scholarship Subcommittee and long-standing member and alumni, Gael Perry for their valuable contributions.

Finally, on behalf of the Advisory Council members, I would like to thank Anna and the College Leadership Team for their work over many years developing a 'life of learning' culture at Sacred Heart College. Change can sometimes be a challenge and difficult to accept at the time of implementation but the experiences of 2020 have shown us all that the leadership team's well-conceived change processes have the capacity to deliver positive education outcomes for all our students for many years to come.

Philip Anglin

Chair, College Advisory Council

Education in Faith

Goals & Intended Outcomes

In 2020, SHC's Social Justice priorities were informed by:

SHC Vision Cornerstone - Social Justice: to deepen the values of compassion, empathy and the intrinsic worth of every individual so that all are empowered to be co-creators and to make a difference in Australian and global social contexts.

SHC Strategic Priorities:

1. Living the Sacred Heart Way - Spirituality is nurtured and faith is shared and strengthened
2. Clever and Creative Learning - an education innovation hub
3. Culture of Wellness - an inclusive, diverse, healthy and socially-connected community, which enhances and nurtures a child-safe environment
4. Care for our Common Home - an integrated approach to sustainable living

Achievements

In 2020, SHC social justice priorities were to:

- Continue improvement of staff professional development opportunities/programs that communicate an educational model that supports the Mercy Justice Advocacy Approach for Mercy Works and other College run social justice initiatives
- Continue development of a curriculum that supports and integrates the Mercy Justice Advocacy Approach
- Development of Mercy leadership opportunities for students throughout the College
- Set targets to improve life experiences for a local community in need and report progress to the Inclusion and Diversity Educational Program Team. Our local asylum seeker and refugee community has been chosen for this focus.

2020 was a year of celebration as we reached our 160th year as a College. As such, we intended to undertake initiatives to celebrate this milestone in such a way as to highlight our Mercy call to action.

1. Continue improvement of staff professional development opportunities/programs that communicate an educational model that supports the Mercy Justice Advocacy Approach for Mercy Works and other College run social justice initiatives.

The College's Social Justice policy was reviewed in 2020. As part of this process, the policy and accompanying documentation were updated in light of the Mercy Justice Advocacy Approach (MJAA). The policy and accompanying documents include:

- Mercy Justice Advocacy Policy: This document outlines the rationale, objectives and purpose of Merciful Justice Initiatives within the College.

- Merciful Justice Initiative: Application for Approval - This document is completed by any individual intending on undertaking a Merciful Justice Initiative and is reviewed by the College Mission team for approval.
- Mercy Justice Advocacy Procedure (including advocacy and fundraising): This document articulates the steps to undertake a Merciful Justice Initiative within the College.
- Merciful Justice Initiative Ideas (including advocacy and fundraising): To support Merciful Justice Initiatives that realise a recontextualised purpose, a list of initiative ideas has been formulated to support staff and students in the well thought out planning of events.
- A range of professional development opportunities were offered to staff, including:
 - Beginning of year staff induction day
 - Catholic Identity and Mercy Mission PD
 - Mercy Orientation Program
 - Circle of Mercy Program

Professional Reading recognised for accreditation

- Recontextualisation Summary and Examples
- The Beatitudes as Educational and Leadership Skills
- Great Talent for Management: Mother Xavier Maguire c1819-1879
- Partnering to Learn

Other advertised events/PDs/forums

- Hemisphere Earth Prayer
- ISMAPNG Woman of Mercy webinar
- Catholic Theological College offerings
- How Jews have been portrayed in Christian Art
- Mercy Global Presence online retreats
- Mercy in Action staff outreach and payroll deductions - staff participate in a range of outreach opportunities which enable student engagement in merciful works, but also inform practically regarding mercy, justice and advocacy.

2. Continue development of a curriculum that supports and integrates the Mercy Justice Advocacy Approach

An audit of social justice embedded in curriculum was undertaken - social justice understandings and initiatives were found in all discipline areas. Examples include:

- VCAL - Year 11 VCAL students attended the Vote Night for Philanthropy 500, raised funds and sourced goods for disadvantaged children 0-16 years of age, visited and assisted the work of the Exodus Community and completed a literacy outcome researching and discussing the benefits of volunteering on their own social and mental health.

- Environmental Science - students developed and maintained a worm farm with the assistance of the food technology department, undertook field experience in monitoring and trapping endangered animals and explored a range of environmental degeneration and regeneration issues.
- The Bradbury Club: The Time Machine Project - students are working to build a virtual reality tour of interesting places for elderly people with limited mobility to experience to improve wellness for life.
- Maker Space iProjects: Zaishu Project - an international initiative that works to create a flat packed print decorated sustainably sources plywood seats or tables assembled without nails or glue. These sustainable furniture pieces were made and decorated by students for exhibition and sale. The profit from this endeavour was donated to the East Gippsland Fire Relief in response to the January fires.
- Café Culture - this food technology class provided goods for the St Mary's Pantry, Samaritan House, the College student lunches program, undertook community acts of kindness (where by students prepared food for those in their own communities facing need) and assisted in the creation of Covid-19 response hampers
- Re-development of the RE Learning Continuum to emphasise a pedagogy of encounter was continued throughout 2020
- Care for our Common Home - classes participated in 'Take Three for the Sea' and an in-class recycle / reuse initiative.
- Year 8 RE Social Justice Unit - students investigated social justice issues through the eyes of our Catholic Social Teachings. They researched organisations that enact Catholic Social Teachings and made Christmas hampers for those in need within our community.
- Big Issues - students partook in a remote 'kingdom of kindness', whereby SHC students acted as mentors to the kindergarten students to promote empathy, compassion and mindfulness. Students also connected with our partner community in the Northern Territory to develop students' understandings regarding a lived reconciliation within Australia.
- Re-development of remote Faith Day experiences - five of six year-levels still received Faith Days despite Covid-19 restrictions and remote learning environments. Guest speakers presented via zoom and students undertook socially distanced activities.
- Justice through prayer & opportunities for worship - students were provided with a range of prayer, contemplation and reflection opportunities. These were focused on self-betterment, community mindfulness and opportunities for solidarity and unity.

3. Development of Mercy leadership opportunities for students throughout the College

The number of student leadership opportunities in Mercy and Justice was expanded.

- The Mercy Leaders focus group developed a number of initiatives to engage the wider College community in merciful justice initiatives, such as, the celebration of Mercy Moments, use of Mercy Mondays as a platform to inform the College about initiatives, and a reflection for our Lady of Mercy. Mercy and Mission leaders also governed the MADJAM committee in their initiatives at the College Swimming sports, Shrove Tuesday, St Pat's Day celebrations,

Lenten 'Have a Heart' installation, blue ribbon advocacy event and International Women's Day talent quest.

- The College Captains created 'Keeping up with the College Captains' videos to update the College regarding upcoming initiatives
- Student Leadership Team focus groups ran a range of health and wellbeing initiatives with a focus on justice and unity
- Year 10 students were given the opportunity to undertake their Mercy Leadership Certificate remotely
- Mentoring to Year 7 students was offered (for example: bus help)

4. Set targets to improve life experiences for a local community in need and report progress to the Inclusion and Diversity Educational Program Team. Our local asylum seeker and refugee community has been chosen for this focus.

The Inclusion and Diversity Education Program Team (previously known as the EAL Advocacy Group) was established in 2020 in response to seeking greater inclusion across our wider community and identifying refugee families as members of our community in particular need.

- A key initiative of the team for 2020 was to support the provision of Inclusion and Diversity Scholarships, for first generation refugee students.
- Connection with community partners was strengthened and further partnerships sought, including team members presenting to the Geelong Settlement Planning Committee.
- Culturally sensitive Inclusion and Diversity Education Program flyers were developed and translated into several relevant languages. These were distributed across schools, parishes and community groups.

5. 2020 was a year of celebration as we reached our 160th year as a College. As such, we intended to undertake initiatives to celebrate this milestone in such a way as to highlight our Mercy call to action.

In response to Covid-19 restrictions and remote learning requirements, a range of remote and on campus spiritual connection options were provided to staff and students. These included, liturgies, prayer sessions, chapel reflection and contemplation time, provision of support services during and at these activities/locations

- Mercy Outreach Team - In keeping with our Mercy values of compassion, hospitality, service, respect, courage and justice, Sacred Heart College established the Mercy Outreach Team in 2020 to support our families in need during the Covid-19 pandemic. A confidential registrar was developed to gather sensitive information regarding families in need during the Covid-19 pandemic. The purpose of the team is to provide food and basic goods hampers, home-cooked meals and supermarket vouchers for families that:
 - Have a family member diagnosed with Covid-19
 - Have a terminally ill family member

- Are suffering grief or loss
- Are facing financial hardship due to loss of employment, restricted work hours etc.
- The College's participation Mercy Works projects were maintained despite remote learning. The number of organisations supported were reduced and alternate engagement strategies were implemented for students and their families while at home.
- Year 12 alternate Mercy Works project - participating students were required to educate the wider community about Offspring (the Year 12 Mercy Work). They were also required to identify good quality, yet unwanted, clothing or other items which they sold online. The funds raised were donated to Offspring.
- Remote wellbeing and chore challenges - House groups participated in sponsorship challenges that looked to engage students in their own wellbeing or the wellbeing of their families during remote learning periods. Sponsorships received for tasks undertaken or challenges met were donated to House Mercy Works.
- SHC continued as a Resource Smart School in 2020
- Staff and students initiated or supported a range of additional advocacy and/or mission social justice initiatives throughout the year, including:
 - Bay Leaf Community Kitchen - a charitable start up that intends to provide nutritious meals and nutrition support to vulnerable families in the Geelong region.
 - Advocacy and education for Refugee Week - among other initiatives, the College participated in a large-scale petition in an attempt to show support for a local asylum seeker, Satheeskumar Santhrakumar. A formal letter from the principal was included in Satheeskumar's appeal application and a petition was launched by one of our Year 8 students. To date the petition has 9,239 signatures.
 - Sewing project to create reusable face masks - Over 325 masks were made to support our Sacred Heart community, staff and students.
 - The 'Free to be me' initiative - a student group was established to provide a safe space for all students that identify as socially, culturally, sexually and/or religiously diverse.
 - Wear it purple day - The theme, "we are the change", encouraged everyone to wear purple to promote inclusion of diversity for all LGBTQIA+ minority groups.
 - Love your body week - a positive body-image initiative that called students to 'dress to express'; encouraging people to express their individuality, to respect differences, embrace diversity, feel proud of themselves for who they are and to celebrate all the positive things their bodies can do.
- Mental health and wellbeing initiatives in response to grief and loss - 2020 highlighted the injustice of mental ill-health and the need for active support and compassion in this space. In response to the experience of significant grief and loss across 2020, the following initiatives and measures were implemented across the College:

Time and support for prayer and reflection

- Targeted and recontextualised bulletin prayers and notices
- Provision and supervision of the College Chapel for staff and students
- Face to face and online liturgy opportunities

- Online prayer groups

Provision of safe spaces

- Safe spaces set up in the Learning Centre and Mercy House
- Additional social work, psychology and pastoral staff for students to speak with

Education

- Living Mercy lessons on coping, help-seeking, looking after their wellbeing, and that of their friends.
- Opt-in sessions on mental health for both senior and junior students.
- The College worked with Be You and headspace to provide families with webinars on supporting teens through grief and loss
- A youth forum was held with a social worker from headspace and our student leaders on how to address mental health.
- Working parties - created to implement strategies aimed at building awareness of wellbeing and mental health, and help-seeking practices.
- Wellbeing initiatives - comfortable cup of tea on return from remote learning
- The College continued its commitment to providing outreach to our community partners and groups in need when and where possible. 2020 outreach initiatives included:
 - St Vincent De Paul Op Shops (South Geelong and West Geelong)
 - Rice Village Visitation
 - St Francis Xavier Primary School Tutoring Program
 - St. Thomas Aquinas Primary School Breakfast Program
 - Wexford Tutoring Program
 - Christ Church Dinner Program
 - Christ Church Breakfast Program
 - East Geelong Cemetery visit
 - Mercy at Celie's
- Due to restrictions caused by Covid-19, a range of remote outreach opportunities replaced face to face service
 - Care for our Common Home - Every week students are given the opportunity to benefit the environment in some meaningful manner. Students were then asked to reflect on what they did and why it is important to be sustainable and environmentally friendly.
 - Creative Connections - During lockdown students were no longer able to participate in visitations to Rice Village Aged Care. Instead, students came up with creative ideas to communicate or entertain the elderly residents at Rice Village and Brentwood Aged Care facilities, including, letters, videos and games.

- Letter writing to community partners - students amongst all year levels were given the opportunity to write an electronic letter (or take a photo of a handwritten one) addressed to our friends at Jabiru Area School (NT) and/or CTID (Baucau, Timor) with the intention of maintaining our relationships/service with our SHC community partners.
- Mercy mentoring - In an effort to offer support to younger students at SHC who struggled with remote learning (and once back at school), this program allowed for up to 6 senior students from years 11 and 12 to connect with their younger peers every fortnight and act as 'mentors' during their 'Supported Study' class.
- During 2020 cultural and educational supports were developed and implemented for Aboriginal and Torres Strait Islander students. These included:
 - Aboriginal and Torres Strait Islander BBQ - this beginning of year event brings the local community together in unity to begin the school year
 - Tutoring - tutors supports students in their studies and encourage academic commitment
 - Mentor Group - Aboriginal and Torres Strait Islander students met in the own mentor group once a week for additional pastoral support and access to details regarding available enrichment programs
 - FIRE Carrier positions - additional FORE Carrier positions were developed to ensure each House is represented by a FIRE Carrier
 - Acknowledgements in classrooms and one for reception - acknowledgements of country were developed and installed in every classroom. Wathaurong Glass were commissioned to complete a glass acknowledgement of land for the College reception.
 - Cultural, educational resources - numerous events and opportunities were advertised and taken up by Aboriginal and Torres Strait Islander students. These initiatives addressed career options, study and revision strategies, cultural skills and storytelling
 - Reconciliation Action Plan - the initial committee members, mission statement and administrative steps were undertaken to launch the onset of the RAP process.
 - A grant was sought through the council for the design and creation of a Reconciliation garden for the College.
 - A number of SHC's Aboriginal students were published in the Storykid podcast after contributing creative pieces that address aspects of Reconciliation
 - Numerous initiatives were undertaken to raise the profile of Aboriginal and Torres Strait Islander students. These initiatives include: Close the Gap Day, Sorry Day, Reconciliation Week etc.
- A number of students and their families were assisted by the application of fee assistance, scholarships, or equity sponsorships.

VALUE ADDED

Please see achievements above.

Learning & Teaching

Goals & Intended Outcomes

- Provide a curriculum that responds to the dynamic work environment.
- Offer an innovative learning space: physical, virtual and online.
- Use technology to connect learners in new and powerful ways with one another, with sources of knowledge, and with innovative applications.
- Further develop our interdisciplinary units with a focus on STEAM.
- Design and facilitate learning that fosters a growth mindset.
- Deepen students' understanding of their place in a global society.
- Partner with industry and other education providers.

Achievements

In 2020 Sacred Heart College continued to progress in the achievement of our vision of Redesigning Learning. This involved developing new initiatives and embedding existing ones to continue our progress in creating a network model of education. These initiatives included investigating the development of e-portfolios and micro credentialing through the use of an online platform. The goal of this project is to enable students to curate and showcase their learning achievements and their development of the SHC Learner Dispositions. Transdisciplinary learning was enhanced through the development and delivery of a course for year 8 students. This course provided students with the opportunity to engage in a real world inquiry by exploring a wicked problem and using more than one discipline to investigate the problem and then create a potential solution. This challenging learning experience encouraged adaptability and required students to self-motivate and self-manage as they discovered how their knowledge and skills transfer to the real world. The College also continued to strengthen our partnerships with external organisations including Emerging Sciences Victoria, the Geelong Tech School and Edrolo. Additionally a CSIRO Scientist in Residence partnered with the Bradbury Club further broadening students exposure to industry experts.

The COVID-19 pandemic and the resulting government restrictions created challenges and uncertainty for educational institutions. Sacred Heart College was agile in responding to these challenges and harnessed our robust ICT infrastructure to effectively deliver online learning for students in a time of need. Each element provided a unique service and together formed the College's Remote Learning Platform. Remote Learning was delivered via our Learning Management System - CANVAS and zoom which enabled a blend of synchronous and asynchronous learning for our students. This created a flexible and targeted approach to achieving positive student outcomes. Remote Learning at SHC further developed students' ability to self regulate and direct their learning.

Examples of parent feedback:

- We have really appreciated the Sacred Heart approach to remote learning. We didn't need to partner with the school a lot as everything was clear and easy to understand.
- The school has done well with integrating a seamless transition to remote learning. It's great to see the students are on track.

- The opportunity to engage with your classmates on line was invaluable.
- Enjoyed the introduction to the lessons by the teachers and break out sessions with friends also allowed for interaction between students which was beneficial over the remote learning period.
- She learned new skills about being organised and the need to be self-motivated. Canvas was a great way to keep up to date with upcoming assignments and progress. She actually enjoyed remote learning.

In 2020 myLearning Journey was developed and launched to enable students to design a personalised learning program. Resources including the myLearning Journey Portal, Learner Readiness Checklist, Journey Planners and video tutorials and advice empowered students and their families to make well-researched and informed decisions when designing their learning program. The diverse range of learning opportunities available continues to provide students with choice, agency and autonomy in designing a learning program that builds on their passions, capabilities and strengths.

STUDENT LEARNING OUTCOMES

Due to challenges presented by remote learning and in order to prioritise student wellbeing the College made the decision to monitor student learning outcomes by tracking engagement with our online portals rather than implementing adaptive diagnostic testing during the year. Teaching staff were able to use the data tracker to determine the extent to which each student in their classes was:

- Engaging in zoom lessons
- Accessing learning and teaching activities on Canvas

SHC Engagement data was monitored as part of the College's Remote Learning Staff Planning and Collaboration schedule and concerns were referred to SDCs. Engagement data highlighted students who were at risk of disengaging with their learning and enabled Student Development Coordinators, mentor group teachers and subject teachers to develop a targeted response to support individual students.

In 2020, 403 students were referred to their Student Development Coordinator as engagement data indicated that they required additional support with their learning.

During remote learning in semester two students connected to Zoom for an average of two minutes longer per lesson than semester one.

Discipline teams collaborated to redesign approaches to assessment, implementing smaller and more regular assessment tasks to continuously monitor student progress and to provide formative feedback.

In 2020 in excess of 57,000 additional teacher comments were provided to students on CANVAS.

Despite the disruptions caused to learning by the COVID19 pandemic the College's V.C.E results were strong and above state averages. Please see below for a snapshot:

VCE Results

SHC Median ATAR: 73.7

SHC Average ATAR: 71.59

State average ATAR: 68.14

SHC students with study scores of 40+: 118 / 1058 or 11.1%

State average of students with study scores 40+: 9%

SHC subjects with number of 40+ study scores above state average: 14

In order to address the disruption to student learning as a result of the COVID-19 pandemic and to support the implementation of the Victorian Government Tutor Learning Initiative in 2021, the College will undertake testing of all students in Years 7 to 10 utilising the ACER PAT Mathematics and Reading tests. This assessment will diagnose starting points and in conjunction with internal quantitative and qualitative data will enable teachers to identify students whose learning has been disrupted as a result of the COVID-19 pandemic and implement targeted teaching to support student growth.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

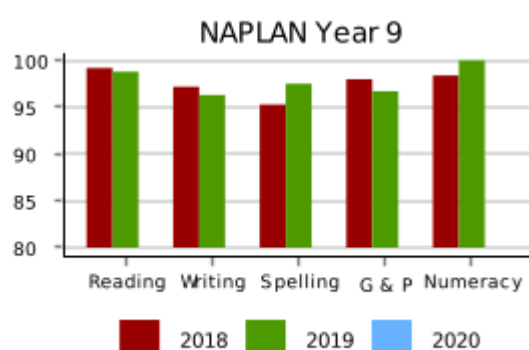
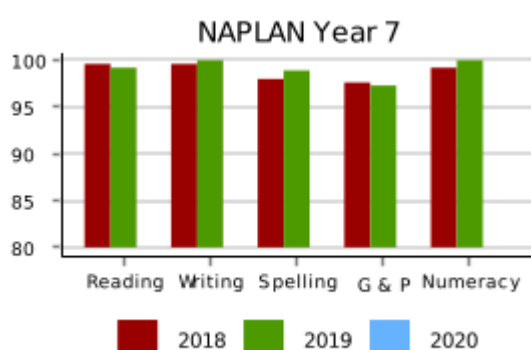
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	97.6	97.3	-0.3		
YR 07 Numeracy	99.2	100.0	0.8		
YR 07 Reading	99.6	99.2	-0.4		
YR 07 Spelling	98.0	98.9	0.9		
YR 07 Writing	99.6	100.0	0.4		
YR 09 Grammar & Punctuation	98.0	96.7	-1.3		
YR 09 Numeracy	98.4	100.0	1.6		
YR 09 Reading	99.2	98.8	-0.4		
YR 09 Spelling	95.3	97.5	2.2		
YR 09 Writing	97.2	96.3	-0.9		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- Develop and implement two action plans: one for students and one for staff, prioritising mental health and physical activity, and healthy eating that reflects student, staff and parent voice
- Link and embed a culture and environment of health and wellbeing into all learning
- Through the principles of positive psychology develop dispositions that will help us flourish
- Implement and monitor the VRQA Child Safe Standards

Achievements

2020 was a year like no other with a number of crises affecting our College community. It highlighted how important maintaining health and wellbeing was, and brought positive psychology and the Visible Wellbeing SEARCH framework to the forefront of everything we did throughout the year.

- In 2020, staff completed the second year of the two-year Visible Wellbeing program. Modules completed included: Attention and Awareness, Relationships and Coping strategies. The knowledge gained and practices learnt throughout these modules along with the ones completed in 2019 (character strengths, emotional management, and habits and goals), became embedded within teaching practices and were integral to helping maintain the wellbeing of staff and students during COVID-19.
- Student Space, a College initiated student focused resource platform, was updated under the Visible Wellbeing SEARCH framework enabling students to quickly and easily access wellbeing activities and practices especially during remote learning.
- Online learning necessitated a change in teaching practices with relationships and connections within a safe and supportive online learning environment, being paramount. The use of zoom breakout rooms enabled students to work collaboratively and spend time with each other, whilst specially themed homeroom activities helped increase the engagement within online morning assemblies.
- Although the VCE Health and PE students did not complete the Mission Australia survey as they usually do each year, the Melbourne Uni Student Wellbeing Profile was completed by students providing valuable data into student levels of health and wellbeing across six domains of wellbeing i.e. physical, emotional, cognitive, psychological, social and economic.
- PA40+, a pilot program launched in 2019 to increase the physical activity of the College community, continued to grow during 2020. With COVID-19 restrictions preventing face to face fitness sessions, PA40+ turned to the digital platform with the creation of online bootcamp, yoga and stretch sessions being run during the extended lunchtimes. Not only did students and staff access these sessions but many family members took the opportunity to join in and benefit from them as well. When students returned to onsite learning, there were noticeable increases in the numbers of students taking part in the various PA40+ fitness activities.
- The importance of 'switching off' and having wellbeing time became essential during COVID-19 lockdowns and the College responded by reducing the length of time in classes so that lunchtime was extended by an extra half hour. This enabled students and families to access

physical activities either via PA40+ or of their own choice. Staff and students were also given a number of wellbeing days where they were encouraged to focus on the SEARCH pathways to wellbeing. Students commented via surveys, how they had developed coping strategies, realised their strengths, and learnt the importance of building such things as screen free time, physical activity and mindfulness into their daily practices.

- The death of one of our students from asthma and the spate of suicides within the region affected the wellbeing of the entire College community. During this time, the College worked closely with headspace to ensure appropriate crisis intervention, including parent information evenings on grief and loss, as well as student focus sessions on how to help oneself and friends during times of grief and loss. A headspace representative also worked with students from the leadership team to drive a variety of student initiatives building awareness and understanding around mental health. One such initiative was the creation of a Year 11 mental health awareness day, while another was the creation of a promotional video introducing and outlining the services of our College wellbeing facilities. The importance of help seeking was promoted widely throughout the College community and the safety@shc..... email link was revamped by students to become a prominent feature on the student portal.
- The College continued to facilitate Wellbeing Subcommittee meetings during 2020 although these meetings were via zoom. The subcommittee is part of the College Advisory Council with members having expertise across many health and wellbeing fields enhancing the capacity of this community advisory group.
- As a Respectful Relationships Partner School, the College continued to look for ways of embedding the RRRR curriculum to ensure a culture of respect across the College.
- Pastoral care (Living Mercy) lessons continued to embed the theory and practice of the Visible Wellbeing SEARCH framework, as well as help seeking behaviours and self-care.
- Staff continued to be trained in Youth Mental Health First aid with a number of staff requiring the refresher course.

VALUE ADDED

- During a year when the loss of connection was being felt by everyone, the Student Leadership team was proactive in building a sense of belonging and the enhancement of wellbeing within the College community. Each week the College Captains created a wellbeing video, "Connecting with the College Captains", which provided a variety of wellbeing and learning strategies for the students. Other student lead initiatives included weekly health and wellbeing podcasts as well as weekly competitions that promoted physical activity, healthy eating, and mindfulness practices.
- Students' Mercy Works initiatives were also focused on wellbeing. Students were challenged to look beyond themselves to find ways of connecting with people within their wider community who were struggling with isolation or COVID-19 related hardships e.g. writing letters to the elderly living in aged care, becoming pen pals with students in Jabiru and Timor Leste, creating hampers for families, and baking goodies for neighbours to name a few.

- The focus when transitioning students back to face to face learning, was on rebuilding relationships between students and their peers as well as their teachers. Time was given and activities developed enabling a sense of community to be redeveloped. Not only did the College host a 'comfortable cuppa' for students and staff in recognition of our Mercy tradition but student groups also created gift packs for students each time lockdown finished. Classroom activities also focused on gratitude and hope - gratitude for the good things they had experienced during COVID-19 lockdown and hope for what the future might look like.
- RUOK day was celebrated with a wellbeing afternoon. Staff were sent 'goodie' bags with a coffee satchel and chocolate treat and both staff and students were encouraged to connect online with each other and their friends.
- Graduation of the College's Yr 12 students took on a new format due to COVID-19 restrictions. Students graduated after their exams rather than before and were given a graduation experience similar to university graduations. Students dressed up for the evening and were provided with graduation gowns, and the ceremony was held outside on our new St Stephen's green as the sun went down. The ceremony concluded with students being led out the gates of the school via a pathway lit by fairy lights.
- Although a number of our school camps and immersions were canceled due to travel restrictions, many year level activities continued. Year 7s were able to experience camp prior to lockdown, as well as Boost Me Up week where they were immersed in a variety of numeracy and literacy activities. Each year level also had their Faith day thanks to the creativity of staff who re-imaged activities in line with COVID-19 restrictions.
- The music department was also innovative creating online choirs, running online music lessons and delivering group tuition outside when the weather allowed.
- The transition of the 2021 Year 7 cohort also required rethinking. A series of promotional videos were created to replace Discovery Day, and our usual parent information evening was changed to a live webinar. COVID-19 restrictions during Orientation day resulted in students coming onsite in smaller groups for shorter periods of time, following a schedule aimed at building connections and familiarity with the College grounds, some of their class members and staff, whilst still maintaining COVID-19 safe practices.

STUDENT SATISFACTION

Students, staff and families were also asked to regularly complete surveys during COVID lockdowns to enable College leadership to track the wellbeing and satisfaction of the College community with remote learning. Feedback showed that our College members felt supported and confident with the processes and procedures put in place during COVID. Students particularly noted the dedication of staff and the effort given to ensuring students' online learning experience was as positive as possible.

The data collected provided valuable insight into the lived experience of our College community and enabled adjustments to be made to enhance the overall experience of online learning.

Upon reflection of their remote learning experience, students noted that the hardest part of the journey was not being with their friends, staying motivated and not having teachers at hand to answer questions. They noted that they learned the importance of relationships but also that they developed independence, organisation and perseverance. Many also explained how they had discovered the importance of daily physical exercise and the need to disconnect from technology for a period of time each day.

STUDENT ATTENDANCE

With the onset of lockdown our usual processes for tracking non-attendance needed to be rethought. Normally, an sms is sent to families when students' whereabouts are not explained by 9.30am, and this is then followed up by a phone call from our Student Wellbeing Officer at 10.30am if the College has still not heard from the family. The Student Wellbeing Officer continues calling family emergency contacts throughout the afternoon until all unexplained absences are explained.

As COVID became part of our lived experience we created categories for families to explain student absences, Category 1 being COVID related due to testing or family members being tested, or Category 2 being for other illnesses and appointments. Once lockdown occurred families were still expected to sms the College if their daughter was unable to access learning on a particular day. However, it was also necessary to create a Student Engagement tracker that enabled staff to monitor students' online attendance and engagement with their work. The tracker recorded students' presence on zoom lessons or their use of CANVAS, our learning platform, and each fortnight staff were given time to check the data, enabling learning and wellbeing concerns to be escalated to the appropriate staff members so that supports and interventions could be provided in a timely manner.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	98.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	95.6%
Y08	93.3%
Y09	93.4%
Y10	92.3%
Overall average attendance	93.7%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	32.0
VCE Completion Rate	100.0%
VCAL Completion Rate	93.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

Child Safe Standards

Goals & Intended Outcomes

As a result of Ministerial Order No. 870, all schools (Catholic, Government and Independent) were required to respond to a number of Child Safe Standards - seven in total. Sacred Heart College is supported by both Mercy Education Limited and Catholic Education Melbourne in this endeavour in the form of online compliance modules, templates, professional learning, consultative support and regular updates.

During COVID-19 the importance of keeping Child Safety as a prime focus of our College community was paramount.

Achievements

Standard 1: Strategies to embed an organisational culture of child safety, including effective leadership arrangements.

- The College website, Staff Handbook and Student Space continued to provide the College community with access to Child Safety policies and procedures.
- The College's Child Safety team lead by the Child Safety Lead Officer continued to meet regularly throughout the year via zoom.
- All policies relating to Child Safety were reviewed by the Child Safety team, the Health and Wellbeing subcommittee and Student Leadership team.
- The College website and student portal were updated to ensure easier access to policies and information regarding Child Safety and risk management.
- All new staff were taken through child safety expectations and shown where to access further information. They are also asked to sign the Safeguarding Children and Young People Code of Conduct where acceptable and unacceptable behaviours are explained.
- All staff completed the Mercy Education Limited online learning modules relating to child safety, reportable conduct and risk management.
- All meetings continued to have Child Safety as an agenda item.

Standard 2: A child safety policy or a statement of commitment to child safety in the school.

- The College has a Statement of Undertaking: Protection of Children that is on the College website, Staff Handbook and Student Space.
- The Child Safety and Empowerment Policy combines all Child Safety policies, procedures and protocols to ensure one easy to access document. This policy is included on the College website and Staff Handbook and is reviewed annually.
- The College has an Antidiscrimination of Students with Special Needs policy

Standard 3: A child safety Code of Conduct

- Our Safeguarding Children and Young People Code of Conduct is reviewed annually and is available on the College website.

Standard 4: School staff selection, supervision & management practices for a child safe environment.

- SHC complies with the CECV Guidelines on the Employment of Staff in Catholic Schools.
- Compliance includes processes for advertising, reference checking requirements, personal proof of identity requirements and induction requirements.
- Compliance also includes employment of contractors and volunteers.
- All interviews both internal and external and referee checks include questions specific to child safety.
- Guests to the College are encouraged to have a Working With Children Check (WWCC) and are accompanied by a College staff member if they are mixing with students. Adults without WWCC are always accompanied by a College staff member while on site.

Standard 5: Procedures for responding to and reporting allegations of expected abuse.

- Processes, as outlined in the Child Safety and Empowerment Policy, follow guidelines set by Catholic Education Melbourne and PROTECT.
- During remote learning these procedures were regularly highlighted and emphasised so that staff were continually reminded of the process for raising and reporting concerns
- SHC has a safety@shcgeelong.catholic.edu email address dominantly displayed in Student Space providing students with a quick, easy means of informing the College when they are not feeling safe. During 2020 a student-led initiative resulted in this email link being highlighted and promoted visually on the student portal using a student designed image.

Standard 6: Strategies to identify and reduce or remove risks of child abuse.

- Risk management planning and procedures are implemented to identify possible risks to the safety of young people with action taken to eliminate or reduce risks. Risk management plans are closely scrutinised annually by Mercy Education Limited for all level 2 overseas destinations, ie France, Timor Leste and Nepal)
- The SHC- Child Safety Standards Risk Register is annually checked by Child Safety team and Health and Wellbeing Subcommittee
- All staff are Level 2 first aid trained, and have refresher training annually in CPR, anaphylaxis and asthma.
- Sacred Heart College continues to incorporate and further develop the principles of Resilience, Rights and Respectful Relationships (RRRR) into curriculum and pedagogy in line with Standard 7.
- Risk management planning includes Child Safety references specifically around supervision ratios relating to gender and students with diverse learning needs.
- Staff participated in external professional learning, including Law in Schools, CEM Child Safety training, Trauma Informed Practice, the Information Sharing Schemes, and Adult and Youth Mental Health First Aid.
- Sacred Heart College continued to participate in the CEM Western Region Wellbeing Network with briefings on risk management and child safety.

- Memorandums of understanding have been developed between Sacred Heart College and interstate and overseas exchange schools, including child safety and risk management requirements.
- A more detailed risk management checklist was introduced to be used by staff when planning excursions/incursions.
- Remote Learning guidelines to staff, students and families highlighted Child Safety measures to minimise risk of child abuse.
- Online learning resulted in the creation of clearer processes and pathways to support services, which were outlined in the Remote Learning guidelines.

Standard 7: Strategies to promote child empowerment and participation.

- The Student Leadership Team is designed to enable students from any year level to be involved in leadership both formally and informally.
- Student voice continues to be used in the review and update of College policies and the development of our student-friendly policies.
- Students are integral members of working parties that focus on matters impacting their learning and wellbeing. All students are consulted through online surveys and focus groups to guide decision-making.
- Student leaders are encouraged to maintain and upgrade Student Space to ensure this student information platform reflects our young people's needs and desires.
- Regular attendance of students in student leadership conferences throughout the year, although this year these leadership opportunities occurred via zoom and webinars.
- The CEM Identity and Growth documentation informs the College's response to gender dysphoria.
- In 2020 the importance of help seeking was promoted with Student Space being updated and redesigned to ensure students had access to telephone numbers and websites of emergency services and other help seeking services.
- The use of videos and other online platforms were used during 2020 to empower students to voice concerns and seek assistance.

Leadership & Management

Goals & Intended Outcomes

In accordance with Strategy 2020 the goals and intended outcomes for leadership and management were driven by the following strategic priorities:

- 01 - The Sacred Heart Way
- 02 - Life Worthy Learning
- 03 - Healthy and Safe Environment
- 04 - Working Together for Excellence
- 05 - Stewardship

COVID-19 required a shift in leadership and management goals and strategies to instead focus on the creation of a response and support structure for students, staff and the wider College community in an unprecedented educational environment. The focus was on leading the College through the challenges of Covid-19, remote learning and remote teaching and working. Throughout 2020 SHC continued to establish networks that built capacity and leadership opportunities, with modifications and adjustments in response to Covid-19.

Achievements

- To support remote learning and teaching, College leadership designed a unique remote learning timetable that sought to respond to the complexities of delivering a learning program in an online environment. Drawing on the expertise of a diverse range of teams, the College built a comprehensive suite of systems and practices to allow students to achieve excellence in learning whilst supporting staff to limit the number of intensive hours spent online during Covid19.
- In line with MACS accreditation policies, the College continued it's delivery of Accreditation to Teach and Teach RE and Lead professional development sessions, exploring new and reimaged content and delivery options that supported achievement of mandated hours despite Covid limitations.
- Work continued on analysing and seeking feedback on the Position of Leadership structure created to deliver outcomes in accordance with Strategy 2020.
- College leadership continued work on the analysis and response to the 2019 CEMSIS survey data, with a staff focus group and working party established to conduct further in-house surveys, communicate with and feedback to leadership, and articulate on behalf of staff.
- A large number of leaders continued to undertake further study and accreditation, including formal post-graduate qualifications, AITSL HALT Certification, mentoring arrangements, and MACS-delivered training for emerging, middle and advanced leaders.
- The College's Early Career Teacher program was further embedded and enhanced to support deep learning opportunities and exploration of possible pathways to leadership.
- SHC Extend continued as the platform on which professional learning and development was managed for staff. The College commenced exploring a third-party system for more

comprehensive delivery of learning and development that will further enable the College to support the professional growth of leaders and staff. This new system is being implemented in 2021.

- Consideration and planning continued into creating efficiencies and supporting work practices of leaders and staff through the implementation of systems, technologies, adjusting communications and reimagining ways of working generally.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

In 2020 the College launched SHC Extend - a professional learning program for staff that keeps our professional knowledge and practice at the forefront of school development by:

- Building the capacity of all staff
- Embedding professional learning in the work contexts
- Empowering staff to personalise their PL program
- Encouraging staff to work collaboratively sharing their own skills, knowledge and expertise.

Throughout the year staff demonstrated continued engagement in professional learning. Opportunities for professional learning were delivered synchronously and asynchronously. These included:

- Community of Practice - Academic and Wellbeing Sprints
- Visible Wellbeing Staff Training
- Visible Wellbeing Appreciative Inquiry
- Curriculum based conferences and webinars delivered by Curriculum Associations, Educational Providers and Consultants
- Postgraduate study including; Masters, Graduate Diplomas, Graduate Certificates
- Compliance training including first aid, child safety, emergency training
- Mental Health First Aid
- Circles of Mercy
- Pedagogical Coaching
- AITSL HALT Certification
- Melbourne Archdiocese Catholic Schools - emerging, middle and advanced leaders programs

Overall, expenditure on Teacher Professional Learning decreased in 2020. This can be attributed to the inability of teachers to participate in face to face opportunities and the increase in complementary virtual professional learning opportunities that were available in 2020 in response to the CO-Vid19 Pandemic.

Additionally, to support remote learning and teaching the College implemented a staff planning and collaboration schedule. This schedule provided discipline and subject teams with the opportunity to collaborate, share best practice and adapt learning and teaching to a remote environment. The College's remote learning plan for staff incorporated a 'How to Guide' with video tutorials and resources. In conjunction with live online tutorials and help sessions, the College's remote learning plan supported teachers to build their capacity and re-imagine ways of teaching.

Number of teachers who participated in PL in 2020	142
Average expenditure per teacher for PL	\$697

TEACHER SATISFACTION

During 2020 and in the Covid-19 environment, the College focussed on assisting staff to transition in and out of remote working to ensure they felt supported, informed and connected whilst working remotely.

- Periodic pulse surveys were undertaken, with a focus on how staff were feeling during remote work, as well as their transitions back to work. The results indicated that staff:
 - Felt confident in the College's adjustment to online learning during the Covid-19 Pandemic.
 - Felt supported during remote working and transitions back on onsite work
 - Had access to the resources they needed to work and teach remotely.
- The active engagement by staff with the surveys, as well as other feedback channels including one-on-one phone contact with members of the leadership team, allowed the College to best support the staff collectively and individually.
- Communication during this period was highly structured, considered and targeted.
- The College continued work on the analysis and response to the 2019 CEMSIS survey data, with a focus group and working party established to conduct further in-house surveys, communicate with and feedback to leadership, and articulate on behalf of staff.
- Surveys of students and families during COVID-19 returned strong positive feedback regarding student learning during remote learning and teaching periods, indicative of the determination and extraordinary efforts of teachers and staff in maximising support and continued access to learning from home.
- A proactive approach was taken in managing illness, with staff COVID-19 testing and staying away to prevent further spread of illness contributing to higher absenteeism during onsite periods. The College responded by increasing its relief teaching pool and creating efficiencies to minimise impact on College operations and allow learning and teaching to continue unaffected.

- Despite the challenges of COVID-19, the College continued to support staff in blending work and personal commitments through flexible access to leave.
- The College's remote working timetable allowed for flexible and adaptable approaches to teaching and working, encouraging time away from the screen and an ability to balance the unique challenges of working from home.
- Exploring ways to create further cultural connections amongst the College community, including Comfortable Catch Up Cuppas and a renewed focus on connection to house for staff amongst others. These initiatives also encourage additional channels of communication for staff and continue into 2021.
- Wellbeing initiatives such as a dedicated Health and Wellness website, Health and Wellness COVID-19 working party, activity programs, PA40+, access to College facilities, EAP, Contact Officer, and responsive and tailored support for individuals were all part of a broad wellness program across 2020.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.9%
Graduate	56.0%
Graduate Certificate	12.8%
Bachelor Degree	89.9%
Advanced Diploma	11.9%
No Qualifications Listed	2.8%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	136.0
Teaching Staff (FTE)	108.4
Non-Teaching Staff (Headcount)	72.0
Non-Teaching Staff (FTE)	66.4
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

Sacred Heart College continues to recognise that genuine community engagement exists when there is a meaningful relationship between the school and families, with the shared goal of maximising the learning outcomes for our students.

From an engagement perspective, 2020 proved to be a year of unrivalled challenges. However, throughout the global pandemic the College took the necessary steps to refine and adapt our communications with the view of providing clarity and consistency for families during times of great uncertainty.

Achievements

With this lens of clarity and consistency, we considered the necessary adjustments to our communications and family engagement, including:

- **Timing:** We changed the fortnightly cycle of College eNews to weekly updates from the Principal; outside this cycle, we used SMS alerts to message our families any urgent updates, advising them that an email had been sent with full details. This was especially important prior to the two lockdowns.
- **Consistency:** The Principal's updates were emailed on the same day and at the same time each week and our families quickly grew accustomed to the consistent messaging. We then built on this via stakeholder feedback through family, staff and student surveys (further details in the 'parent satisfaction' section of this report).
- **Impact on our Families:** We considered the many unexpected impacts that families were experiencing during the pandemic. We researched their capacity and remained cognisant of their ability to participate in our communications. We asked: were they facing economic impacts and/or limited access to technology, and were we able to reach them effectively through our existing platforms, eg email, SMS, parent portal and social media.
- **Risks:** We quickly realised the need to question any additional risks that engagement posed during the pandemic? This included mixed or confusing messages that could impact critical pandemic and operational communications, eg media reports conflicting with our weekly COVID-19 updates, eg if testing was necessary for all students.
- **Digital and Alternative Approaches** - From the initial lockdown in March, we quickly identified the opportunities for online engagement that would replace face-to-face activities. Most College events were postponed, but some continued in an online format via Zoom, eg parent communication afternoons (formerly parent teacher interviews) and Circle of Mercy events.

- **Enrolments:** Our annual Discovery Day (formerly Open Day) was delivered to prospective families via a series of videos. Each week in March and April we featured a new perspective in line with our College values and provided our future Year 7 students with an opportunity to discover life at SHC. Many families noted that it was difficult making such a big decision regarding their daughter's education without an onsite experience, but our Year 7 2021 enrolments indicated that the videos had a positive impact on their decision-making.
- **Student Engagement:** From a student perspective, the 2020 College Captains developed a series of videos that provided some light-hearted relief for our families, whilst encouraging wellbeing practices to survive lockdown. Student-led online cooking classes were also a bit hit and provided collaboration between parents, students and staff.

The pandemic has changed the way the College engages with our community, and we continue to be presented with challenges that impact our engagement programs. Despite the difficulties posed, involving the community in decisions that affect their daughter's education is a core commitment of Sacred Heart College and a key component of our transparent decision-making. Engagement on projects such as the development of Strategy 2021 and Beyond has provided an important opportunity to stay in touch and maintain relationships that are important for our road to recovery following COVID-19.

Alumni Engagement

When the 2020 decade reunions were cancelled due to the pandemic, the Sacred Heart College Alumni Association Committee took the opportunity to commence planning for the development of a new strategic plan. A sub-committee was formed, professional tenders were sought and three qualified consultants applied.

The applicants will present their vision for the facilitation and preparation process early in 2021.

VALUE ADDED

Please see above.

PARENT SATISFACTION

More than ever, the 2020 pandemic challenged the College to adapt the ways we consult and connect with our families.

However, whilst the way we engaged with our community had to look a little different, the College remained as eager as always to receive feedback and ensured that plenty of opportunities were provided for families and students to have their say on projects and activities that affected them.

Parent surveys were undertaken during and after each lockdown, and we used the feedback to determine what was working, what was not necessary, and what we needed to develop further (please see feedback below).

Going forward, we will continue to seek family feedback via quick pop surveys in 2021. These will be embedded in editions of the Principal's Update and will guide and inform us as we continue throughout the year. We also look forward to hosting onsite events again next year, providing hospitality and greater community engagement.

2020 Pandemic Remote Learning Family Survey Analysis

October 2020 - 382 families responded to our final 'remote learning' survey for the year.

We thanked our families for providing such insightful details on their experience of learning during lockdown, as well as sharing their daughter's perspective. Such detailed and invaluable feedback informed our approach to student learning in 2021, with our focus steadfastly on ensuring our girls are future ready.

Feedback Overview

- Family feedback indicated that there was a clear polarity in the experience of remote learning- some students thrived in the new and challenging learning space, whilst others struggled.
- The students who thrived during the government-enforced online learning periods were able to persevere in their studies with a resilience that surprised their families.
- For others, they found learning during both lockdowns extremely challenging, and were unable to self-direct their learning.
- The saying that everyone was in the same storm but different boats seemed to apply and there was a vast diversity in home and family situations during COVID-19.

The most common positives noted by families:

- Many families highlighted that life had slowed down, allowing more time spent together doing activities as a family
- A resounding positive was the strengthened connection to, and understanding of, their child's learning journey; not only the content of learning, but gaining a clearer insight into how their child learns; what suits and what doesn't.

The most common negatives noted by families:

- Loss of social connection to friends, and cancellation of sport and extracurricular activities all impacted heavily on students.
- For some, there was a clear desire for more direct and individual teacher-to-student communication.
- Families noted that the remote model of learning made it difficult for students to ask questions or follow-up instructions to better understand their tasks.

What else came up in the data?

- There were so many learnings from the first round of lockdown that helped families prepare for lockdown 2.0 - the second time around was much more successful.
- Students had to rely on phones and zoom gatherings from home to remain social - this was clearly harder for Year 7 students who had not had an opportunity to embed social networks at school yet.
- A variety in video teaching methods was noted.
- Teaching staff were congratulated and commended for their outstanding efforts in ensuring education continued for students; not surprisingly, teacher/student interactions via zoom improved from remote learning round one to round two.

How will the family survey inform our decision-making in 2021?

From the data analysed, the College will focus on the following areas:

- Blended learning as an ongoing option
- Continue to encourage and empower self-directed learning
- More family-teacher communication/engagement opportunities
- Consideration of less formal school gatherings, allowing opportunities for more family time and/or smaller school gatherings between Houses
- Opportunities for students to continue to develop self-motivation practices
- Remaining vigilant in the space of student health and wellness through connectivity with their friends - stronger mentor group relations.

For families, there is a strong desire to continue the personal connection to their child's learning journey gained while at home during lockdown, and to have teachers remain the 'familiar face' that Zoom classes provided.

Future Directions

Inspired by our work as a Visible Well Being School and the concept of self-actualization in 2021 the Sacred Heart College Community will look to create opportunities and experiences for students and staff that enable each member of the SHC community to become the best version of themselves so that each individual becomes more and more of who they are, and everything they are capable of becoming.

Our focus will be on the Mercy Value of Compassion and the Learner Dispositions — committed to excellence (grit — passion, perseverance for long term goals, planning for mastery, savouring accomplishments) and collaboration.

Key projects for 2021 include:

- The launch of SHC Strategy 2021 and Beyond
- Phase 4 of the redesigning learning process - Organisation of Time
- Capital works — The Sports and Wellness Precinct
- Iteration 2 of the Vertical Structure, and the Mission and Ministry Team